



Early Years Foundation Stage Policy Including EYFS Behaviour Policy

Philosophy

Early Years Education is the foundation on which children build the rest of their lives. Children develop quickly and we seek to provide a lively, fun and exciting curriculum where children are active learners. The learning environments provided are of key importance to a child's learning and development. The learning environments we provide are organised in response to young children's need for active involvement, sensory explorations, discovery, creativity and opportunities to practice and refine skills. Our aim at Ruislip Gardens is to help young children fulfil their potential.

There are four guiding principles and three characteristics of effective teaching and learning that shape practice at Ruislip Gardens:

Four guiding principals:

- **A unique child,**
- **Positive relationships**
- **Enabling Environments**
- **Learning and Developing**

Three characteristics of effective teaching and learning:

- **Playing and exploring**
- **Active learning**
- **Creating and thinking critically**

These principles and characteristics are developed throughout the Foundation Stage.

Our Aims

- To develop each child's self-confidence, knowledge and skills to enable them to function with increasing independence
- To provide a happy and inviting place for children and parents where each child feels safe, secure and confident.
- To provide well-planned, structured experiences which will promote the emotional, intellectual, moral, spiritual and physical development of each child at their own individual level, both inside and outside the classroom.
- To encourage children to be independent, make their own decisions and celebrate their own successes.
- To actively encourage excellent relationships between adults and children, children and children, parents and adults as this is recognised as being of central importance to a child's development.
- To promote learning through first-hand experiences that build on children's prior knowledge and skills.



Teaching and Learning

Quality early years teaching occurs when we build upon the children's own interests through a variety of independent, adult initiated and adult focussed and child initiated tasks.

- play is recognised as an important tool for children to develop and reflect on their learning
- there are plenty of opportunities for the children to talk about themselves and the world around them
- they engage in active first-hand experiences
- learning is well-planned with clear goals and the needs of the individual/group are the starting point
- children have access to a variety of indoor and outdoor opportunities and activities
- resources are accessible to all pupils
- children have clear success criteria and know what is expected of them
- all the staff have a clear understanding of young children's development and needs
- special needs are identified as soon as possible and the appropriate measures taken to support the child's learning
- partnership with parents and carers is positively addressed and is recognised as being vital to the development of the child
- a range of challenges are planned for to extend the children's knowledge and thinking

Quality learning will occur when:

- children are motivated and instructions are clear
- children can access materials independently and return them independently
- children have a pride in their work and have high expectations
- they are encouraged to reflect and evaluate their work and that of their peers
- this evaluation is used to raise the standard of their work
- everyone is involved in the child's development (parents/carers/adults)
- the materials used are appropriate to the needs of the child and the learning experience
- transition between nursery and reception is smooth and well-planned

All of these teaching and learning opportunities occur within the seven areas of learning and development. These areas of learning and development form the basis of the curriculum, as stated in *Statutory Framework for the Early Years Foundation Stage (2014)*

These areas are:

- **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills



and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- **Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Assessment and Reporting Procedures

Effective assessment of children's learning plays a vital role in the foundation stage. Observation is a vital tool which with other assessments informs the planning.

Detailed records are kept; these are built upon contributions from the teachers, nursery nurses, classroom assistants and parents. At the end of Reception the EYFS Profile is completed for each child. The teacher makes an assessment of each child's development against the seventeen early learning goals. Teachers indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). The results of the Profile are shared with parents and Year 1 teachers.

We assess: by observation - look, listen and note
by discussion
by parents/carers observations
by their outcomes (with or without physical evidence)
evaluations of activities

We record: by next steps marking
by information/comments sheets/post it notes
via planning, learning outcomes and evaluations of them
using individual records based on the Early Learning Goals and Foundation Stage Profiles as well as 2simple 2 build a profile
by written observations
by report writing

Transition into Nursery and Reception

At RGS we follow our transition policy dated September 2014

Catering for Children's Medical Needs

Please see Appendix 1



Outdoor Learning

Please see Appendix 2

Resources

In the EYFS we plan to provide quality learning experiences both indoors and outdoors. We use materials and resources that reflect both the community that the children come from and the wider world. In order to support the areas of learning and development a wide range of resources are available, some of which the children can choose independently to further their individual learning. All of these resources are to be found within the nursery and reception areas and are used both indoors and outdoors. We regularly review and evaluate resources to ensure we are providing quality experiences.

Health and safety

Regular risk assessments are undertaken and are reviewed each year. For further guidance see the school's health and safety policy

Equal opportunities and inclusion

We believe equal opportunities for children and adults should encompass gender, race, class, diversity and ability to promote an understanding of cultural and physical diversity and commonalities.

We support our pupils in the Foundation Stage by providing good resources that include positive images of children and adults of all cultures, undertaking a range of activities that are not gender or disability biased.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interest and develop their self esteem and confidence.
- the use of wide range of teaching strategies based on children's learning needs.
- planning activities that take account of children's individual needs (including Gifted and talented, EAL, and SEN).
- monitoring children's progress and putting in place interventions to provide support where necessary

Continuity and Progression

The Nursery is organised into different areas that reflect the various types of play and developmental needs of young children. It also uses various strategies to develop independence and decision-making. To ensure continuity and progression the Reception classes are organised into similar areas (space permitting) with different levels of resourcing to ensure progression. Similar management strategies are also adopted.

The Nursery and Reception classes' curriculum is planned using *Development Matters (2012)*, which relate to the appropriate age bands. The termly units of work are guidelines for the expected levels of progression to meet the Early Learning Goals at the end of the Foundation Stage.

A child's learning journal is started in the Nursery and continues with the child into Reception, where it is discussed with the parents regularly and used to inform them of progress made. The learning journals are also used as a personal contact between Nursery and Reception teachers during the conferencing process.



Transition between Reception and Year 1 has also been developed, and the Year 1 curriculum and timetable within the first term has been altered to accommodate the continuing use of the EYFS document as well ensuring a smooth transition into a more formal style of teaching.

Monitoring and Evaluation

The Foundation Stage manager is responsible for overseeing the delivery of the appropriate Early Years curriculum and the evaluation of its success. This information will be shared with members of the team and be used to support future planning and developing initiatives. This will be undertaken in the following ways:

- planning files will be collected and monitored each term
- records (learning journeys and 2simple profiles) will be updated ½ termly
- moderation meetings by the early years team will review children's work and plan development points
- weekly phase meetings will identify areas of focus
- audits of provision and resources will occur regularly
- CDP will be encouraged

Development plan

See EY Action Plan dated October 2014

This policy will be reviewed in four years.



Appendix 1

EYFS : Catering for Children's Medical Needs

Below is a list of guidelines provided to staff to help deal with medical incidents within EYFS:

- Minor cuts, grazes and injuries will be dealt with by Nursery and Reception staff. Parents will be informed of any medical treatment given to their child and will be asked to sign a Medical treatment sheet to acknowledge they have been informed of the accident. Staff will keep the signed copy and also record any medical attention given to a child on the schools Medical Attention sheets. These sheets will be kept in class till the end of the week and then passed to the Welfare Assistant for filing.
- Prescribed medication will be held by the Welfare Assistant in the medical room and will be administered by the Welfare Assistant once permission from parents has been obtained.
- More serious injuries (bad grazes, bumps to the head, heavy falls, facial disfigurement, bite injuries, stings) will be dealt with by the Welfare Assistant in the Medical room. The child will be accompanied to the medical room by an adult. The Welfare Assistant will record the treatment given and inform parents either via a phone call or at the end of the day using the Medical Treatment sheet. If the injury is thought to be too severe to move the child the Welfare Assistant will be called for to treat and assess the child at the scene.
- At lunchtimes the Welfare Assistant will administer any first aid to a Reception child. The teacher will be informed via the sheet parents are required to sign.
- Any children with asthma or allergies will have inhalers and medication within class and also in the medical room. If a child needs their inhaler or allergy medication, including epi-pens, this will be given either within the classroom or by the Welfare Assistant as is appropriate to the situation. If an inhaler is repeatedly being used or an epi-pen has been administered the Welfare Assistant and parents will be informed and the schools medical policy will be followed.



Appendix 2

EYFS Outdoor Policy

Rationale

“Outdoor learning makes a major contribution to children’s development. Young children will be missing out on important learning opportunities if quality outdoor provision is not available to them regularly.”

THE GREAT OUTDOORS by MARGARET EDGINGTON

Aims

At Ruislip Gardens we recognise the importance of outside learning and we aim to create an outdoor area which is stimulating, exciting, takes account of the children’s interests and is used throughout the year.

Nursery and Reception will have a planned outdoor classroom that enables children to extend their learning within the 7 areas of learning.

We will use the outdoor space as a natural resource for learning and include the outdoor area when planning for continuous provision.

We will provide the opportunity for children to access the outdoor area on a daily free flow basis (where staffing permits).

We will ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity.

We will ensure the outdoors offers children the opportunity to develop their gross motor skills and encourage the children to respect the outdoor environment and care for living things.

We will give children the opportunity to work alone or in collaboration with peers or adults.

We will teach the children to use tools safely and appropriately.

Roles and Responsibilities (including risk assessments and weather conditions)

The safety of children accessing this area is crucial, a full risk assessment will be carried out and reviewed regularly (termly). This will include the use of large outdoor equipment in respect to safety and suitability for the children using the equipment. Prior to any child accessing the outdoor area a member of staff will complete a full 'daily check' of the area and all the equipment and remove any potential hazards (This will be completed by the site manager’s assistant and the teacher who is setting up the outdoor classroom on a daily basis). Although the principles of continuous outside play will be adopted, the safety and wellbeing of children will always be prioritised; outside play may be temporarily restricted if this compromises children's safety. All staff will be mindful of safety



whilst outdoors and if they feel safety is compromised in any way they must report it to the EYFS manager. We will ensure that there is a first aider available and an adequate first-aid kit to hand in the case of an accident.

Staff will plan for purposeful learning experiences as part of their weekly and daily planning.

Children must be supervised at all times and a rota will be used to ensure the outdoor area is staffed appropriately.

To enable children to fully experience the learning opportunities offered outside we will ask parents not to send children to nursery in expensive clothing that could restrict the opportunities that children are able to participate in. We will also communicate with all parents about the value of outdoor learning and what actions will be taken for children to be able to access the outdoors 'whatever' the weather.

The following factors will be taken into consideration in different weather conditions.

Hot Weather

- Children will be encouraged to play outdoors, however a risk assessment will be taken to determine if in the interest of children's safety outdoor play may be restricted at the hottest parts of the day;
- Shade will be provided in the outdoor area;
- Children will be encouraged to drink water regularly;
- Parents will be asked to provide children with sun hats and to apply sunscreen before a child attends either Nursery or Reception.

Wet Weather

- Parents will be asked to ensure their child comes to school in a suitable waterproof coat and to provide wellies on extremely wet days.

Cold Weather

- Parents will be asked to ensure children come to school dressed appropriately with coats, hats and gloves. Staff will ensure children wear the clothing provided before a child goes out into the outdoor classroom.
- Where possible the EYFS will try to build up a spare bank of additional clothing that can be used in emergencies to enable the children to continue to access the outdoors.



Observation and Assessment

As with indoor learning, staff within the EYFS will notice (observe), recognise (assess) and respond (plan). Staff will make spontaneous observations and field notes of the learning taking place as well as teach more formal focussed activities to ensure the children are using the outdoor classroom to extend their learning. These observations will feed into the child's learning journey and discussions with parents about a child's next steps.

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system and this will include monitoring of the outdoor classroom as a place to extend a child's learning.



Appendix 3 :

EYFS Behaviour Policy

The following guidance outlines the steps staff at Ruislip Gardens School will follow when dealing with challenging behaviour at school (both indoors and outdoors).

Mrs Summersell, as EYFS Manager will deal with all minor incidents and will progress these to Miss Livesey as appropriate. Miss Livesey will deal with all serious incidents and any repeated minor incidents referred to her by Mrs Summersell:

Steps 1 to 3 of our Behaviour Policy are dealt with on an informal basis and will not be recorded formally on the child's record. Steps 4 to 7 of our Behaviour Policy are dealt with on a formal basis and will form part of the child's school record.

- Step 1: Warning from staff.
However, where a behaviour breach is considered to be serious, such as, first time swearing, hurting someone deliberately, biting etc., the child moves straight to Step 3.
- Step 2: 'Think about it' cushion within classroom for minor behaviour incidents (e.g. snatching, unkind words or deeds). If in the playground at lunchtime the child will be asked to walk with an SMSA or member of SLT for a 10 minute time out.
- Step 3: Children will be sent to Mrs Summersell for repeated minor incidents and will have these incidents recorded informally. Parents will be informed by Class Teacher. Children sent to Mrs Summersell for initial serious incidents will also be seen by Miss Livesey and have the nature of the incident recorded informally. Parents will be informed by Mrs Summersell and the child will miss 15 minutes of lunchtime play. Where a child moves to Step 3 during lunchtime play the child will be referred to the member of SLT on duty who will refer them to Miss Livesey.
- Step 4: Children sent to Miss Livesey for repeated serious incidents (swearing, intentionally hurting others, biting etc.) or who have been referred to Miss Livesey by Mrs Summersell for repeated minor incidents, will have the nature of the incidents formally recorded, will miss 30 minutes of lunchtime play and parents will be informed verbally and by letter.
- Step 5: Children will be sent to Miss Livesey and will have the matter formally recorded, will miss 45 minutes of lunch play, parents will be informed verbally and a letter will be sent home.
- Step 6 : Children will be sent to Miss Livesey and will have an internal lunchtime exclusion where they miss their lunchtime play. The nature of the incident will be formally recorded, parents will be informed verbally and a letter sent home.
- Step 7 : Children will be sent to Miss Livesey, will have the nature of the incident formally recorded, parents will be informed verbally and a letter will be sent home clarifying that a lunchtime exclusion has been enforced. Parents will be expected to collect their child, as per the dates in the letter, at 12pm and returned at 1:10pm. Parents expected to collect their child and take them home for lunch.